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his keen appreciation and interest in everything relating to farming, he joined a thoughtful observation of political conditions, noting particularly the blighting effect of slavery upon life wherever it touched it. A vein of quiet humor pervades the narrative, as some object of curious interest attracts the writer. This combination of intelligent observation of agricultural conditions, shrewd characterizations of social features, and careful recording of the impressions made upon a northerner by southern life makes the study one of great value. Occasionally one finds evidence of partisan feeling, but in the main the story reads well, giving the distinct impression of a fair-minded observer, anxious to see just how things are, and equally anxious to make record of actual conditions.

The present edition reproduces the text of 1856, and adds a biographical sketch of the author by Frederick Law Olmstead, Jr., and an introductory essay by Professor W. P. Trent. The first volume is given to impressions of Virginia and North Carolina; the second, to similar studies of South Carolina, Georgia, Alabama, and Louisiana. A good working index completes the second volume.

The publishers have done well to reproduce Mr. Olmstead's work. The author was exceedingly happy in his descriptions, so that even now, with full consciousness that old things have passed away, the reader finds the narrative exceptionally interesting and entertaining. There is internal evidence, also, that it is fairly correct as a representation of *ante-bellum* conditions in the parts of the South described. Combining these characteristics, therefore, it seems to have the qualities which make a book of lasting value.

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*Education of the Wage-Earners: A Contribution Toward the Solution of the Educational Problem of Democracy.* By THOMAS DAVIDSON. Edited with an introductory chapter by CHARLES M. BAKEWELL. New York: Ginn & Co., 1904. 8vo, pp. ix + 247.

The *raison d'être* of this admirable book is in the inception and building of a bread-winner's college in New York. The account of the process by which Mr. Davidson, with his nice tact and magnetic personality, first caught the interest of his classes, and finally so led and educated them that they became self-organizing and effective in

carrying the work on to others, is extremely interesting. It is more than interesting: it is highly instructive in the psychology of helpfulness.

One is apt to put undue emphasis upon technical education for the laboring classes which will immediately bring a reward in increased wages. Mr. Davidson's aim is much higher than that; beyond the matter of material wages are the things of the spirit which make for life and happiness. The exact means by which he actually succeeded in producing this nobler product it would be difficult to summarize in this brief review; but he broke, I own, the narrowness of special assumptions, set up the need of relations with others, and induced the sympathies by a suggestive curriculum. "I have managed to live," he wrote to his wage-earners, "nearly sixty years without wearing a single placard, and all the best that is in me, including my interest in, and love for, you, is due to that fact. Placards narrow one's influence and paralyze one's hands. How many men do I know whose lives have been sterilized and travestied by the early adoption of some placard, philosophic or religious!" (P. 188.)

He set out to do away with class feeling by inducing his wage-earners to "think out carefully the great problems of sociology and culture," in accordance with the historic method; in short to build up a panorama of social evolution in all its phases. For this purpose his list of studies, serious and yet adapted to the level of his classes, is quite remarkable and suggestive (p. 104). The reader would do well to study this list; for it would be of value to others than to the members of Mr. Davidson's college.

To those who have to make a long, hard fight against adverse circumstances, nothing could be more helpful than the twenty aphorisms set down (p. 140) by the leader as expressing the results of his own experience in successfully making life worth living. These forms of wisdom are healthy and sane in all ways.

Besides the account of the Bread-Winner's College—given mainly in Mr. Davidson's own words—the editor has furnished an introductory chapter on Mr. Davidson's philosophy.

J. LAWRENCE LAUGHLIN.